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| **COURSE TITLE** | Introduction to Curriculum and Assessment  SED 453-03 Spring 2010 |
| **INSTRUCTOR** | **Trace Schillinger, 845-705-9604**  [**tmschillinger@gmail.com**](mailto:tmschillinger@gmail.com) |
| **DEPARTMENT** | Secondary Education |
| **MEETING TIMES** | Mondays, 4:30 -7:10 in Coykendall Science 222 |

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| **COURSE DESCRIPTION** |
| Students will read, discuss, debate and write about curriculum and assessment philosophy and practice. Students will experience firsthand a variety of authentic [learning](http://www.newpaltz.edu/secondaryed/courses.cfm?course=SED453) assessments and observe and interview teachers in the Hudson Valley. |

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| **COURSE OBJECTIVES** |
| **The Mission of the New Paltz** **School of Education**    *This course, in line with the goals of the School of Education and Art Education, is designed to prepare* ***caring, critical, and reflective*** *professionals who are* ***academically strong****,* ***pedagogically skilled****, and* ***responsive to the needs of our diverse society.*** *We seek to create classrooms where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates: Inquiry and Intellectual growth, Professionalism, Appreciation of human diversity, Advocacy for students and Democratic citizenship.*    **Goals: Values and Commitments**    This course, in line with the goals of the School of Education, hopes to bridge the divide between foundations, theory, and practicing methods of pedagogy.  You will develop:    **-Inquiry and Intellectual Growth**  (1) an understanding of the definition of curriculum, (2) an understanding of the scope and components of curriculum, (3) a knowledge of the major curricular theorists and curricular philosophies in order to broaden perspective of possibility.  **-Appreciation of Diversity**  (4) A disposition that legitimizes differing cultures, languages and ethnicities in your classroom and an understanding of how tolerance can be fostered.  **-Professionalism**  (5) A foundation of the tenets of effective student learning and assessment, (6) an understanding of how theory bridges to practice especially in relation to your Fieldwork experiences; (7) an exposure to instructional technologies.  **-Advocacy and Democratic Citizenship**  (8) The development of a lifelong critical and reflective stance towards your own teaching and the trends in your field, (9) a commitment to defining the curriculum in service to the individual student. (10) An understanding of how teacher identity contributes to advocacy. |

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| **TEXTS AND RESOURCES** |
| **The following texts are for purchase in the bookstore:**    *1.) The Competent Classroom: Aligning High School Curriculum, Standards, and Assessment. (2001). Teachers College Press.*    *2.) The New Teacher Book* (2004). A Rethinking Schools Publication.    *3.)* *Outliers:The Story of* *Success* (2008). Malcolm Gladwell. New York: Hachette Book Group.  4.) *Fellow Traveler: Profiles of Educators* (2008). Student Press Initiative, Teachers College, Columbia University.  **Other Resources:**  Assigned articles are posted on the class wiki-space, or will be distributed in class.  You will need web access and a gmail account to participate in this course. |
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| **POLICIES FOR EVALUATION/GRADING** |
| Grading:     |  |  | | --- | --- | | A+, A, A-/90 -100+ | Work in this range exceeds the assignment's requirements. It is comprehensive, reflects a deep understanding of the material, is polished and professional looking, demonstrates excellent scholarship, and a strong command of the concepts introduced. Work in the A range contains an element of originality. | | B+, B, B-/80 -89 | B range work is comprehensive, fully meets the assignment's requirements, shows a good, thorough understanding of the introduced materials, is polished and professional looking, and demonstrates good scholarship. | | C+, C, C-/70 -79 | C range work is complete, but often inconsistent or uneven in quality. Work in this range demonstrates an adequate understanding of the presented material, but is often not fully polished or professional looking. | | D+, D, D- / 60 -69 | Work in this range is completed, but is often inconsistent and uneven in areas. Often this work does not make a strong connection to the presented material, or demonstrates a flawed understanding of the material. This work barely meets the requirements of an assignment, and is rarely polished or professional looking. | | F/ 0-59 | An F is earned if work is incomplete or does not demonstrate a minimal understanding of the presented material, and therefore does not warrant credit. |     **Assignment Checklists:**  Assignment checklists will be distributed, reviewed, and often "negotiated" in class when a paper or project is formally assigned.    **Participation:**  Your participation in this class is crucial, so it is important to be fully prepared for each class. Working together on the wiki-space will facilitate in-class participation, and you will receive points for your wiki-space contributions. Strive to articulate your ideas at least 3 times in each class, either in small or plenary group conversations. Also, strive to assume leadership in the class either in small or plenary group activities. **In addition, it is important to demonstrate tolerance of and respect for a diversity of opinions.**    **Late assignments:**  In general, all late assignments will be marked down one full grade for each week late. However, I will be mindful of extenuating circumstances, and especially compassionate if given advance notice that an assignment will be late. However, this will only happen once. |

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| **Major Assignments** |
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**Please note that March 31st is the last day for course withdrawal, and the last day for student-elected Satisfactory/Unsatisfactory option.**

**Course Syllabus**

**Essential Questions:**

◊What is curriculum, and how does it “play out” in a classroom?

◊How does a teacher assess learning?

◊How do curriculum design and assessment practices comprise a “competent classroom?”

◊What are some well-known theories about curriculum?

◊How does a theory of curriculum play out in a real classroom?

◊What blueprints can you draw for your future classroom by studying other teachers?

**Content Standards:**

◊What do I know about secondary students?

◊What is my philosophy of education?

◊What is my definition of curriculum?

◊What do I know about planning a unit/lesson plan?

◊What do I know about assessment?

◊What kind of environment can a teacher design for his/her students?

◊How will literacy instruction facilitate my work with students?

◊How might technology facilitate my work with students?

◊What resources might I use in my classroom?

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| **Unit 1: A Teaching Life**  **January 25th** |
| **January 25th: What do we know about secondary students and teachers?**  **Required Reading for February 1st:**  Ayers, William. *To Teach*, Chapter 1  *The New Teacher Book*, pp.79 -83  Bobbit, Frank. (1918). *Scientific Method in Curriculum Making.*  **Required Writing for February 1st:**  Write an informal journal response on the wiki-space and respond to two other people. |

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| **Unit 2: What is curriculum?**  **February 1st and February 8th** |
| **February 1st: What is curriculum? What are some types of curricula? What are some ways of looking at curricula?**  We will work with some “profiles” to identify curricula as it plays out in the classroom described.  **Required Reading for February 8th:**  *The New Teacher Book*, pp. 84 -92, 191 -198  Dewey, John. (1929). *My Pedagogic Creed*.  Adams, Jane. (1908).*The Public School and the Immigrant Child*.    **Required Writing for February 8th:**  Write your informal journal response on the wiki-space and respond to two other people.  **February 8th: How does curriculum design connect to students, teachers, and schools? How does curriculum connect with a teaching philosophy?**  ***Outliers* Due on February 15th** |

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| **Unit 3: Curriculum Design**  **February 15th, February 22nd, March 1st, March 8th, March 22nd** |
| **February 15th:  Working with essential questions and content standards**  **Required Reading for February 22nd:**  Selections from *The Competent Classroom.*  Bruner, Jerome. (1966). *Man: A Course of Study.*  Popham, W. James.(1972). *Objectives*  **Required Writing:**  Write your informal journal response on the wiki-space and respond to two other people.    **February 22nd:  Models of Instruction**  **Required Reading for March 1st:**  *The New Teacher Book*, pp. 106-114  Selections from The *Competent Classroom*.  Selections from *Fellow Traveler*.    **Required Writing for March 1st:**  Write your informal journal response on the wiki-space and respond to two other people.    **March 1st:  How does a teacher plan “experiences” for her/his students?**  **Required Reading for March 8th:**  Greene, Maxine. *Curriculum and Consciousness*.  AAUW Report: *How Schools Shortchange Girls*.  Selection from *The Competent Classroom*  **Required Writing for March 8th**  Write your informal response on the wiki-space.    **March 8th: How does curriculum design connect with your philosophy of education?**    **Work on Your *Outliers* unit plan and lesson plan (draft 1), and bring your draft to class on March 22nd to share with three other people.**  **March 22nd: Working with your *Outliers* Unit Plans**    **Required Reading for April 5th:**  Selection from *The Competent Classroom*  Au, Wayne. *High Stakes Testing and Curricular Control: A Qualitative Metasynthesis*. |

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| **Unit 4: Assessment**  **April 5th, April 12th, April 19th** |
| **April 5th: The demystification of standards; the demystification of assessment**  **Required Reading for April 12th:**  Eisner, Elliot. *What does it mean to say a school is doing well?*  Selection from *The Competent Classroom*  **Required Writing for April 12th:**  Informal journal response on the wiki-space and respond to two other people.    **April 12th: What are some assessment models?**  **Required Reading for April 19th:**  *The New Teacher Book*, pp.93 -105  Case study: New York Performance Standards Consortium Schools  This week you will review the consortium’s website: <http://performanceassessment.org/performance/index.html>.  **-Borrow liberally from this group’s website when constructing your assessment component. They want you to! -**  **Required Writing for April 19th:**  Assessment component and rationale for your unit plan is due next class. When you review    **April 19th: Living with challenging assessment/evaluation realities**    **Required Reading for April 26th:**  **TBA**  **Required Writing for April 26th:**  Informal journal response on the wiki-space and respond to two other people. |

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| **Unit 5: You as teacher**  **April 26th, May 3rd, May 10th** |
| **April 26th: Literacy in the content areas**    **Required Reading for May 3rd:**  **Assigned chapter from *Disrupting Class***  **Required Writing for May 3rd:**  Informal journal response on the wiki-space and respond to two other people.  **May 3rd: Technology**    **Required Reading for May 10th:**  *The New Teacher Book* pp. 174 -188  Lieber (2002)*The Guided Discipline Approach:* *Partners in Learning: From Conflict to Collaboration in Secondary Classrooms*  **Required Writing for May 10th:** Draft 3 of unit/lesson plan: Add a new layer integrating a strategic literacy plan and a technology plan into your unit/lesson, due on May 10th.    **May 10th: Classroom management and its connection to curriculum –**Selections from ***Chalk Bored***, and ***Fires in the Bathroom***  **For May 17th: Work on your project/presentation, due May 17th** |

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| **Final Exam:**  **May 17th** |
| **Class Fifteen: Final**  **Project presentation and reflections** |
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| **STATEMENT ON ACADEMIC INTEGRITY POLICY** |
| Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. For definitions of these offenses, as well as the process that a faculty member will follow if a student is found to be engaging in any form of academic dishonesty, see the section on Academic Integrity in the Advising Handbook, available at [www.newpaltz.edu/acadadv](http://www.newpaltz.edu/acadadv). |

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| **STATEMENT ON COLLEGE AND ADA POLICY** |
| Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (Student Union Building, Room 205, 257-3020). The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible. |

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| **ATTENDANCE & TARDINESS POLICY** |
| Missing more than 20% of class meetings will jeopardize your standing in this class, and you will be asked to withdraw, because you will not have attended enough classes to earn a grade. If you must be absent, please e-mail me about your absence, and arrange to secure notes and assignments from a classmate. Quizzes cannot be made up. Arriving late and having to leave class early qualifies as an absence.     If a class needs to be cancelled, the date will need to be made up somehow. check the school website or call 257 - INFO for information about school closings. If I need to cancel a class, I will post the cancellation on the wiki-space and e-mail everyone. |

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| **COURSE TITLE** | Field Work I  SED 353 -01 Spring 2010 |
| **INSTRUCTOR** | **Trace Schillinger**  [**tmschillinger@gmail.com**](mailto:tmschillinger@gmail.com) |
| **DEPARTMENT** | Secondary Education |
| **MEETING TIMES** | Mondays, 4:30 -7:10/assigned field hours/ |

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| **COURSE DESCRIPTION** |
| Students will spend a minimum of 35 hours/ a minimum of 10 visits at a local school. Students will immerse themselves in this secondary school setting and culture by interviewing, observing, and interacting with key stakeholders including students, teachers, administrators and staff. |

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| **COURSE OBJECTIVES:** |
| 1. Make “close” observations of lessons taught by teachers in a variety of disciplines. [*Inquiry & intellectual growth 1-4*];  2. Build understanding of how teachers organize and design learning environments, curricula, assessment, and students’ experience;  3. Study the school as an environment for learning through informal observations and discussions with students, teachers, administrators, and staff, and review “school literature” and school statistics. [*Professionalism; Advocacy and Democratic Citizenship 3-5];*  4. Attend at least two professional meetings and/or professional development workshops to learn about how teachers’ work extends beyond the classroom;    5. “Assist” teachers and support students in their efforts to “do school.” |

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| **COURSE ACTIVITIES** |
| During your school visits, make "close" observations of classrooms representing a variety of disciplines. Interview teachers, administrators, and staff to learn about the school's environment and culture. Review (and take if possible) any "promotional materials" the school distributes. Look on-line or ask school officials for school statistics as well. Read assigned texts to help you think about what you are observing/learning about schools from a variety of perspectives. |

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| **TEXTS AND RESOURCES** |
| You are expected to bring the readings of assigned texts from the 453-3 class into the Field I assignments.  Additionally, you are required to reference at least three of the articles below in your Field I assignments. These articles are all posted on the course wiki-space.    Ayers, W. (1993).  “Liberating the curriculum,” in *To teach: the journey of a teacher* (pp. 91-92).  New York: Teachers College Press.  Carrier, K. (2005). “Key issue for teaching English language learners in Academic classrooms.” *Middle School Journal.* 37 *(2)*, pp. 4-9.  Cazden, C. (1988). Variations in lesson structure. In *Classroom discourse:  The language of teaching and learning* (p. 46-61). Portsmouth, NH:  Heinemann.  Reinhardt, K. (2007).  “Welcome to my room.” Field Notes: Bard, College.  Ritchhart, R. (2002). First days, first steps: Initiating a culture of thinking. In *Intellectual character: What it is, why it matters, and how to get it* (pp*.* 55-83). San Francisco: Jossey-Bass.  Simon, K. (1999). “Four Essential Elements of School Design.” Coalition of Essential Schools National: <http://www.essentialschools.org/cs/cespr/view/ces_res/1>  Stiggins, R. (2001).  Student-centered classroom assessment. New Jersey: Merrill. |

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| **COURSE ASSIGNMENTS: Field** **Notes, Profiles, and Professional Meetings** |

**FIELD NOTES:**

Using the double-entry style (or another system that you know and are comfortable with) keep your informal observations in a journal (paper or digital). On one side of the page you will record your observations, and on the other side, your interpretations of what you observed. This journal is informal, and will provide you with material for your field reflections. I will not read your entire journal, but will ask you to copy relevant passages when you submit your field reflections. You should record your observations, scripts, interviews, and drawings (maps) of the rooms you visit in this journal, as well as posters, assignments, signs. . . anything that strikes you as important. Samples of observation journals will be provided as models.

**Taking Field notes: (from Dr. Meyer)**

**Taking fieldnotes during a live lesson :** When taking fieldnotes, you will need a pad and a pen.  Take notes furiously and listen “hard.” Use this format: In the **left column**, **mark time** **as each instructional “chunk” begins** (e.g., taking attendance, introducing day’s work, modeling problem on board, checking for understanding, putting students in groups, wrapping up, etc.).

 Reserve the **center column** **for close description and quotations** – actual things done and/or said by learners and their teachers.  You always want to keep an eye on the curriculum. Therefore, when people discuss a particular idea or problem on the board, etc., note down the particulars. While you are taking notes in class, don't worry about the right column. If you have to, mark an “!” or “?” or some symbol as a marker for your thinking. Later you can return and flesh out comments, questions, musings, etc. **NOTE: Number your pages.**

**After the visit add to your notes.** Within an hour of your visit, reread your field notes. Add missing information that you still remember. This is also a good time to **add analytic thoughts to the right** **column**. What *questions* do you have about what you saw? What were the *key* *moments*? What did you like or not like? What connections can you make to curriculum and assessment readings? Blueprint: what would you “take” and use in your future teaching practice?

FIELDNOTE FORMAT:

**Class:**

**Date/time of observation:**

**Teacher Contact information (for thank you)**

**List documents collected:**

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| **TIME** | **Observations** (quotations said by students and/or teacher;  descriptions of actions made by same; instructional directions  written on chalkboard, etc.; charts on the wall) | **Comments and**  **Questions** |
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**PROFILES:**

Writing a narrative profile of a particular teacher or classroom is a helpful and interesting way to synthesize your observations, course readings, and the questions, understandings, and themes you are considering. Your profile should be approximately 5 pages, and you will formally revise this piece, submitting a total of two drafts. To prepare you for this task, we will be studying teacher/classroom profiles throughout the course, and will compile a checklist of requirements for this assignment. Models will be provided.

**PROFESSIONAL MEETINGS:**

**Attend at least two “professional” meetings and write about one of them.** Write a journal entry summarizing one of the meetings with regard to its substance, the meeting process, and the participants. If there are documents, collect them, attach, and refer to them in your write up as necessary. Describe what you did and what you thought about (during) the meeting.

Potential meetings to attend: Middle school “teams” faculty, department meetings, IEP meetings, School Board meetings, “professional” meetings on or off campus that reflect your disciplinary interests, for instance, a *free* Saturday Seminar sponsored by the **Hudson Valley Writing Project** held at the Ulster County BOCES on Rt. 32. 

**DUE DATES:**

Profile Draft 1 and Professional Meeting Write-up due on April 12th

Profile Draft 2 due on April 26th

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| **FIELDWORK LOG: At the end of the semester, you can submit your completed log to Trace or to the Office of Secondary Ed. This log is a sample for our review. You can print this template from the wiki-space.** |
| **State University of New York at New Paltz**  **Department of Secondary Education Fieldwork Log**  ***Working together to create caring, critical, and reflective professionals responsive to the needs of a diverse society***    Fieldwork Student Name:               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Fieldwork School Site:               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Fieldwork School District:              \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_       |  |  |  |  | | --- | --- | --- | --- | | Date | Hours | Activities | Participating School Professional’s printed name name and signature | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | | Total | Total |  |  | |  |  |  |  |       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of Fieldwork Student                                                                      Date      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Printed name and title of Supervising School Professional                                          Date      \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Signature of Supervising School Professional                                                        Date    3                              Fle#1-  Make sure to have signatures and totaled hours.  Copy and submit relevant sections from your Field Notes with your assignments. |

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| **GRADING** |
| Grading occurs on a satisfactory/unsatisfactory basis. To receive a satisfactory grade, you must document you attendance at your school for at least 35 hours. In addition, you must complete all required assignments.    At semester's end, you are required to submit your log, signed by you and an educator at your school site. Make sure to have your log signed by a school official every time you visit the school. You will also submit copies of your log periodically, when submitting your field reflections.    The following rubric reflects the mission and quality descriptors of the School of Education. All assignments will be graded using this rubric. In order for an assignment to be marked as "satisfactory," it must reflect the following qualities:    Course Assignment Evaluation Rubric           |  |  | | --- | --- | | Thoroughness and Accuracy  *Professionalism* | Assignment reaches or exceeds required length**,** and thoroughly covers assigned topics. Assignment demonstrates mastery of skills and content. | | Quality of Assignment Production and Literacy  *Professionalism* | Assignment demonstrates logic, accuracy and clarity of expression. Assignment is well organized. Production is polished. | | Critical awareness  *Advocacy and Democratic Citizenship* | Assignment shows ability to view issue critically and articulate a personal stance. | | Depth of Insight and Sensitivity  *Inquiry and Intellectual Growth, Human Diversity* | Assignment is perceptive, original, well analyzed and sensitive to diversity. | |

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| **THE PORTFOLIO** |
| Portfolio progress; at the end of this course is “Stage Two” of the portfolio process.  ***See Portfolio Guidelines*** for more information.  Any teacher candidate who is seeking an education degree through SUNY NP must submit a portfolio.    **-Programmatic portfolio*:*** Each candidate will meet with Trace to discuss his or her portfolio. The portfolio is due before the conference.    **-Purpose:** Your experience creating a second draft of your programmatic portfolio should help you synthesize what you have learned within the Secondary Education program.    **-Definition:** A portfolio is a purposeful sample of student work; students and teachers negotiate and review portfolio entries. A student not only makes careful selections for what to include in a portfolio, but also justifies each selection with written commentary.    **-Justifications:** You will need to specify how each “artifact” within the portfolio reflects your capacities for Inquiry & Intellectual growth, Professionalism, Appreciation of human diversity, and Advocacy for Students & Democratic citizenship. Essentially, provide evidence that you are a well-read, skilled scholar, and a thoughtful and capable future teacher progressing through the Secondary Education program.    **-Portfolio Materials/format:** Many candidates make their portfolio electronic at this stage. Others purchase a 3-ring binder and organize their portfolios by labeling dividers with each of the School of Education’s four values and commitments (e.g., *Inquiry and Intellectual Growth,* etc.).    **“Stage II” Portfolio format for Candidates in Adolescent Education (10%)**   1. **Title page including original title** 2. **Table of contents** makes it easy for reader to navigate and access materials. Organize this section with a bulleted list of contents 3. **Personal Vision Statement** (one page or less). 4. **1-2 selections per section** with justifications. The pieces, taken as a whole, should reflect your understanding and achievement meeting the commitments of the School of Education.     **Program Portfolio Chart**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Evaluation stage** | **Artifacts**  **recommended** | **Recommended entries\*** | **Reviewer** | **Assessment** | | Foundations seminar | 3-6 | At least one document or artifact in at least 3 of the 4 sections, with appropriate commentary. | Foundations Seminar instructor | Satisfactory or unsatisfactory | | Curriculum & Assessment | 6-9 | 1-2 documents/artifacts in each of the 4 sections, appropriate commentary. | Curriculum & Assessment Instructor | Satisfactory or unsatisfactory | | Student-teaching semester | 9-12 | 2-3 documents/artifacts in each of the 4 sections, with appropriate commentary; ethical vision or philosophy and evidence of student learning must be included. | Student-teaching seminar instructor or program coordinator | Target (exemplary), satisfactory, or unsatisfactory |       ***Department of Secondary Education: Portfolio Rubric***    **Portfolio Creator/Teacher Candidate:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Evaluator(s):  Schillinger \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**   |  |  |  | | --- | --- | --- | | **Values &**  **Commitments** | **Stage II: Curriculum & Assessment**  Scored by individual professor teaching course  AT LEAST ONE ARTIFACT REPRESENTS CANDIDATE’S PERFORMANCE  IN EACH OF THE FOUR *Values and Commitments* CATEGORIES  **YES**           **NO** | | | **UP   v.   SP** | **Round 2** | | **Inquiry and Intellectual Growth** |  | Match between artifact & section                             YES     NO  Commentary/rationale helpful/effective                    YES     NO | | ***Professionalism*** |  | Match between artifact & section                              YES     NO  Commentary/rationale helpful/effective                    YES     NO | | **Appreciation of Human Diversity** |  | Match between artifact & section                            YES     NO  Commentary/rationale helpful/effective                   YES     NO | | **Advocacy and Democratic Citizenship** |  | Match between artifact & section                            YES     NO  Commentary/rationale helpful/effective                   YES     NO | | **Additional Comments:** |  |  |   **UP** = Unsatisfactory progress                **SP** = Satisfactory progress    **Comment Codes (examples) for Unsatisfactory Portfolios:**   1. Commentary/rationale unclear 2. Commentary/rationale need further elaboration 3. Poor writing quality in commentary/rationale or evidence 4. Portfolio disorganized, sloppy, and/or unprofessional in presentation 5. Missing evidence 6. Evidence does not match commentary/rationale 7. Artifact and/or commentary/rationale do not align with indicated Values & Commitment category 8. Artifact not of sufficient significance to satisfy Values & Commitment category 9. Presentation needs more careful and deliberate attention 10. Inadequate number of artifacts given the expectations of round 11. Commentary/rationale reflects clear, cogent writing 12. Evidence is compelling 13. Portfolio is well organized 14. Range of evidence is impressive 15. Professional commitment is inspiring     **-**TABLE OF CONTENTS CLEAR and USER-FRIENDLY                                                  YES     NO  **-**Appropriate Vision Statement Included                                                                                 YES     NO |
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| **STATEMENT ON ACADEMIC INTEGRITY POLICY** |
| Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. For definitions of these offenses, as well as the process that a faculty member will follow if a student is found to be engaging in any form of academic dishonesty, see the section on Academic Integrity in the Advising Handbook, available at [www.newpaltz.edu/acadadv](http://www.newpaltz.edu/acadadv). |

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| **STATEMENT ON COLLEGE AND ADA POLICY** |
| Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (Student Union Building, Room 205, 257-3020). The DRC will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible. |